1: Longrigg G-4, 5 (ca. 1915-1940) MH1 Iraq MH1

871 General in policy and co-ordination. Female education had secured equal rights with male; of 6,000 primary teachers in the Government schools, nearly a third were women, and a similar proportion among the secondary and higher teachers. Between government and private (including foreign) schools of all grades not less than 200,000 children were being educated, a figure annually and rapidly increasing. A small remnant only of the Jewish schools remained in existence; that of the Alliance Israélite had been closed. The Tafayyudh Society, founded in 1919 as a popular non-political educational body, continued its work to combat illiteracy and maintained its printing-press. Students still enjoyed important exemptions and privileges in their military service obligation.

874 Vocational schools covered technical instruction, domestic science, agriculture, public health, and police duties. The teachers' training facilities had been increased in 1949 by additional training classes instituted at a number of existing secondary schools, and standards had been raised. The university, in spite of repeated

873 expert recommendations, was still an unrealized project; but higher education was available at the Law School, the Engineering College founded in 1942 and broadened in 1951, the Royal College of Medicine with its associated schools of Pharmacy and Nursing, the College of Agriculture, the College of Arts and Sciences founded in 1949, the Institute of Fine Arts, the College of Commerce and Economics founded in 1951, the Royal Military Academy and Royal Staff College, and the Higher Police Training School. Considerable numbers of pupils attended European or American universities; these would increase with the greater funds which were soon to become available and with the development of oil company programmes of technical and scientific training. Public libraries existed at every liwā headquarters.

172 The department of Antiquities had continued to develop its admirably enriched Museum (which it was soon to exchange for more adequate premises), to deal with the learned world, and to conduct or supervise the excavation of ancient sites. In the period from 1946–50 expeditions from the department were active at Tall Abu Shahrayn, near Ur: on the lower Diyalā: in the Arbil plain: in the neighbourhood of Chamchamal and of Sulaymaniya: and at Ḥadhr near Sharqaṭ. Expeditions from American seats of learning—Chicago, Pennsylvania, Harvard—dug at sites in the district of Kirkuk, in those of Chamchamal and Baradost in Kurdistan, and near 'Afak on the middle Euphrates, and a mission of the British School of Archaeology in 'Iraq excavated for three seasons at Nimrud. The work of these scholars of whatever nationality drew, with great goodwill, the attention of the academic world to 'Iraq's archaeological wealth and present fortunes. Both

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Intermediate and Secondary Education

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The Mission has given great emphasis to primary schooling because it is convinced that the education base should be broadened. In the past education in Iraq has been too much like an inverted pyramid in which more attention has been paid to education at the higher stages than at the primary levels. This does not mean, of course, that intermediate and secondary education should not be allowed to develop at the same rate as in the past. As far as possible, however, the establishment of intermediate and secondary schools in rural areas should be given priority over those in urban areas, for such schools will be needed to produce candidates for the rural Training Colleges. The revision of the curriculum in these schools is of equal if not greater importance than in the case of primary schools. The present need is for a type of education which, in the words of Dr. Jamali, "prepares the citizens for better living and not one which produces men for white collar jobs with superficial learning, men who want to be government officials and clerks and not leaders and artisans in the fields of agriculture, commerce and social service."

Adult Education

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Adult education has been largely neglected. There are some night schools operated by Teachers' Associations and the Ministry, but the syllabus of such schools is the same as that of corresponding schools for children. There are also a few adult literacy centers which concentrate on teaching adults to read and write.

The Mission urges that a program for adult education be drawn up and directed by a Special Division of Fundamental Education in the Ministry of Education. Such a program would be directed primarily to those groups in the population between 12 and 45 years of age. It would stress the acquisition of literacy, not as an end in itself but rather as a means to the acquisition of practical knowledge of the fundamental problems of better living. It is useless to teach people how to read and write unless by this means they can be shown how to work more effectively for their own good. For this reason a new and broader approach to education, different from the traditional schoolroom methods used to teach

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rented school buildings. In any event it would seem desirable to raise the budgetary provision for new buildings to approximately ID 5,000,000 for the next five years. New needs may develop, lacunae may be discovered in the program and the cost of construction may rise. The total cost of the whole building program in the 10 year period may not be over ID 10,000,000, particularly if local help and cooperation is enlisted in the building.

The total financial implications of the whole scheme during the next five budget years (1952-53 to 1956-57) can be indicated in approximate figures as follows:

1. Operation of new primary schools	ID	180,000
2. Training of teachers		737,500
3. Buildings		5,000,000

Total expenditures for the program over the next five years will thus be about ID 5,900,000 which works out at less than three percent of the net revenues expected from oil during this period.

III. Provision of Fundamental Education for Adults

There is no phase of education in the country which has received less attention than the education of the adults. Not only are facilities for adult education almost wholly lacking, but there is a general misunderstanding of the purposes and methods of such education. A number of evening primary and secondary schools are run by the government or by private organizations, such as Teachers' Associations, for adults who work in the day and who want to complete the education they began as children. Their courses, however, are not designed to meet the special needs of such adults but are the same as those taught to children in the day schools. There are also a few "literacy centers" attended by illiterate adults and youths, but they are too few to make any appreciable impact and, as the name suggests, confine themselves to making adults literate.

The type of adult education which the Mission suggests should be widely extended in Iraq is not a matter of either the simple teaching of literacy or the instruction of adults in the same courses offered to children. To be sure, the initial objective would be the

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● 873 eradication of illiteracy, but primarily as a means to an end—so that adults may benefit more fully from a continuous program of education which will show them what they can do individually and collectively to improve their own lot. As one authority has said, the task must be conceived "as a matter of going out into the field, of working in the communities, organizing their activities, improving their health and farming methods, establishing cooperatives and small cottage industries and tying all this up in the education and making the whole thing as closely knit an activity as possible."[3] The object must be to awaken in people an understanding of their problems and an urgent desire to solve them, not relying upon government to do everything but developing local initiative and resourcefulness to overcome some of the handicaps which they have suffered passively for centuries. Only this type of fundamental education, which, in recent years, has been advocated by UNESCO and many discerning educators in various countries, will be of practical value to the people of Iraq. In fact, unless the general receptiveness, understanding and cooperative spirit of the people are greatly quickened and stimulated by an educational campaign of this nature, the pace with which the country's development program can be carried out will seriously lag.

Magnitude of the Problem

[162] The proposed adult education campaign should be aimed primarily at those groups in the population which are beyond primary school age but are still receptive, namely those between the ages of 12 and 45 inclusive. On the basis of the census results available for the four provinces of Basra, Baghdad, Kirkuk and Mosul, it may be assumed that roughly 40 percent of the population are in this age group. In a total population of about 5,000,000 it may therefore be estimated that 2,000,000 should be reached by adult education. The number in this age group will gradually increase

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[3] Dr. Matta Akrawi, *Background Paper on Fundamental Education in the Arab World* presented to the Second United Nations' Seminar on Social Welfare in the Arab States, held at Cairo in 1950. Aside from this paper and the Report of the Committee on Rural Basic Education drawn up for this Seminar, a large amount of useful information on the aims and methods of fundamental education is available in UNESCO publications such as *Adult Education—Current Trends and Practices; Fundamental Education—Description and Program; The Use of Mobile Cinema and Radio Vans in Fundamental Education*, etc.

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with the growth of the population. On the other hand, several hundred thousand will be in areas too remote to be reached. Also, at least 10 percent are already literate. Thus an adult education program aimed initially at the eradication of illiteracy would have to reach about 1,500,000 people.

In these days when the methods and techniques of education and the various media of mass communication have become highly developed and efficient, it should be a manageable proposition to provide fundamental education for this number of adults within a reasonably short period. Unlike countries such as India and China, whose population is of an entirely different order of magnitude, the problem in Iraq can be tackled satisfactorily and expeditiously if the government and the Ministry of Education are really keen about it and they set about to win popular support in the right way. The ground will, of course, have to be carefully prepared. This will by no means be an easy task. Public apathy will have to be overcome, and the scattered and nomadic character of the population, the poverty of the people, the inadequacy of transport facilities and the insufficiency or inefficiency of the teaching personnel will have to be taken into account. It will, therefore, be desirable to formulate detailed plans carefully, to prepare the necessary material, to train the staff, to establish an adequate supervisory organization and to adopt an imaginative approach for mobilizing public opinion in favor of such a movement through all the resources of traditional as well as modern media of mass communication. For instance, in the case of the Bedouins, to whom the religious approach is likely to appeal, it would be advisable to secure the cooperation of their mullas. This would not be difficult because there is material in the Koran and the Traditions of the Prophet which clearly enjoins upon all believers the acquisition of knowledge and education.

In most countries where campaigns of adult education have been undertaken without the proper education of public opinion, they have tended to fail. They started with great enthusiasm because of some temporary stimulus but, for lack of proper follow-up, they were not able to win public cooperation. It is, therefore, essential that the movement be organized as a national crusade against illiteracy and the other factors which hinder the develop-

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ment of the masses to their full stature as democratic citizens. This will only be possible if, on the one hand, there is close and cordial cooperation between official and nonofficial agencies and, on the other, close, well-organized interdepartmental cooperation. Such cooperation, though always assumed in theory, is very difficult to secure in practice. The government can, however, facilitate it by various measures, including the establishment of advisory councils consisting of representatives of various ministries and departments concerned as well as of nonofficial organizations. The village school will form, as suggested later, the focal point for the cooperation of all local departmental officers in the work of fundamental education.

An education program of this nature can be launched and carried out successfully only if a special department is established for this purpose. The Mission therefore strongly urges the establishment of a separate Division of Fundamental Education within the Ministry of Education and the appointment of a person with vision, ability and enthusiasm to head it. The Division would, of course, need to have the fullest cooperation of all other divisions and departments in its work. It has at times been suggested that there should be a Directorate of Mass Culture in the Ministry dealing with all the activities bearing on mass education—adult centers, libraries, radio, music, art, cinema, etc. The difficulty in implementing the suggestion would be to find persons of such many-sided ability and interests as would be able to shoulder that responsibility. There might also be a danger that the more urgent and specific issues of fundamental education would take a secondary place in such a program. In any case, there is no doubt whatever that there is need to insure that these various agencies pool their resources and pull together instead of pulling in different directions.

Stages in the Development of the Plan

The Pilot Project

The first step in the developing program of fundamental education should be the organization, in some suitable locality, of a Pilot Project which will draw upon the services of the best local educators and secure the help of such outside experts as may be required. It should give special attention to the following points:

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1. Preparation of a group of selected teachers and trainers for work in the field of fundamental education. To develop the project on right lines and provide necessary training facilities, the project should "adopt" a suitable village or group of villages where, in cooperation with the local community and the government departments concerned, teachers under training and the local school teachers may actually carry on fundamental education among the villagers. The village would thus become a kind of practical laboratory where teachers would try out the lines and the techniques of work which they were learning in the center. Health officials and agricultural experts should be associated with the teachers in working out a broadly based program which will make the adults see and feel from the outset that the educational effort is really related to the practical problems of their life.

2. Preparation of suitable materials of all kinds—primers, books, folders and visual aids like pictures, charts, maps, wallpapers, films and film slides. Such material has been prepared in many other countries, for example, India, Mexico and China, and can be usefully studied and adapted, if necessary, to local needs. UNESCO has by now acquired a good deal of experience in this field and should be able to give valuable assistance in the organization of this project. In fact, useful work was initiated in this direction by the Second United Nations' Seminar on Social Welfare in the Arab States held at Cairo in November 1950. The UNESCO has also recently sent to Iraq a team of experts under Dr. Harold Allen with a similar program and objective. It carried on its preliminary work in the Dujaila area where a significant land development scheme is at present under operation. After this team (which worked in Egypt as well as Iraq) has completed its work, there is to be a seminar or a conference in which its results and projects are to be examined. It is hoped that the project will result in the establishment of a permanent Regional Center for Fundamental Education in the Middle East and that this Center will, among other things, organize and assist in the production of useful literature and other materials.

3. This period of experimental work on the Project, which may cover about two years, should also be utilized for:

   (a) carrying on an intensive campaign in favor of fundamental education in order to prepare the ground for its introduction on a national scale—students, teachers,

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influential local and national leaders, religious heads, all cooperating to prepare the public mind for the launching of this scheme;

(b) selecting suitable localities and deciding the order in which the scheme is to be introduced in those localities;

(c) conducting local surveys to assess the nature and magnitude of the work in each community or locality;

(d) preparing the material and translating it into different regional languages and adapting it to the needs of different regions;

(e) taking groups of teachers for short visits of observation and orientation to the project center; and

(f) introducing the principles and practice of fundamental education in the syllabus of training colleges and refresher courses for teachers.

Setting up of Model Centers

When the Pilot Project has been successfully worked out and the necessary materials, resources and techniques are available, a beginning should be made with introducing fundamental education in selected localities in different natural and cultural regions so that they may become models—even centers of pilgrimage for teachers and general public—for the whole of that area. Each center can become a powerful agency of propaganda and its success will insure that every successive center will find its work smoother and easier.

Conversion of Existing Schools into Community Centers

After the twofold experimental stage has been satisfactorily completed, the next phase should consist of gradually converting all existing schools into community centers which may serve as schools for children in the daytime and as social centers for adults in the evening. This will not be an easy transformation by any means because it involves a radical change in the traditional conception of the school and in the teachers' approach to their work. To aid the process the following measures will be needed:

Careful reorientation of teachers' outlook and short refresher courses and group conferences to train them in the new type of work;

Preparation and distribution of brief, well-written leaflets, brochures and visual aids to teachers to add to their knowledge and keep their enthusiasm alive;

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Provision of the necessary minimum of additional equipment required by the schools for conducting the social centers; 873

Adequate supervision of the centers through the employment of additional inspection staff, if necessary; and

Arrangements to insure that the rural officers of relevant government departments use their appropriate publicity material and their visual education apparatus, if any (projector, radio, gramophone, charts and pictures), at these centers so that they become the natural focal point for the educational work done by all departments. This should apply specially to the departments dealing with health, agriculture, irrigation, cooperatives and local administration.

The work is not entirely new and has been attempted, in different forms, in many countries. Moreover, the technical help given by the UNESCO and the experience gained in the Pilot Project centers should provide the guidance necessary to orient the work in the right direction. It is, however, essential that each step should be a firm step which will not have to be retraced because it was taken without sufficient thought. In order to assure this, it would be wise at the outset to choose a few schools in each province with competent, enthusiastic and conscientious teachers, to organize them as community centers and use each as a model and observation center for teachers in the neighborhood. In this way, the movement will gradually spread outwards and, within about 10 years—the exact period depending on the success of the pioneering schools—it should be possible to use most of the existing schools as community centers.

An attempt should be made, wherever possible, to add a hall to the village school which would not only provide an evening center where adults could meet but would, in many cases, also prove a boon for the day school itself. In many cases, the hall might be constructed through cooperative local effort and local subscriptions. Villages and small towns may even, in the course of time, come to compete with one another in constructing commodious, simple and attractive halls, equipped with the necessary furniture for this purpose. Where this is not feasible, the government should include the construction of such halls as part of the building program. The new schools that are established for primary education should be designed from the outset as combination school-

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community centers and this idea should permeate their buildings, their equipment and their staffing. It will mean a modified and improved school plan, and the inclusion in the school equipment of material that may be useful for adults. The whole organization of the school and its timetable should be so formulated that this work with adults will not be regarded as an extra burden or an afterthought but will become an integral part of the educational function of the school. Even if this means giving the school an additional teacher, it will be both worthwhile and economical in the long run.

The time schedule of the program, which should be carried out irrespective of changes in administration, is difficult to establish because it will depend on a variety of factors which cannot be forecast. It is suggested that the target be to bring fundamental education, including literacy, to virtually all the adults in the proposed age groups within a period of 20 years, i.e., the same period set for the complete introduction of compulsory, universal education. It is therefore proposed to establish 1,500 adult education centers in accordance with a schedule which would make it possible to reach almost 1,500,000 adults during this period. Of this total period, approximately the first two years would be required, as suggested above, for the Pilot Project and the preliminary work; the next three years would be used to convert about 10 percent of the schools, i.e., 120 selected schools, into community centers; and in the following 10 years nearly all the rest of the existing schools would be brought into the scheme. The final period of five years should be utilized for extending the program to more remote and inaccessible regions and to less receptive groups and communities. Thus the suggested time schedule for the program would be as follows:

1952-1953: Pilot Project
1954-1956: Establishment of 120 centers in selected schools
1957-1966: Establishment of centers in all the other schools
1967-1971: Completion of the program.

The Organization of Centers

How are these centers to be worked and staffed? It would probably be best to use school teachers and senior school students for this purpose. Unfortunately there are no large, well-organized

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voluntary social agencies in the country today which could take up this work. It is, therefore, suggested, as a practicable measure, that the school as a whole should be responsible for running these community centers for fundamental education—each primary or intermediate school being required to conduct at least one center in its neighborhood and each secondary school (with five classes) at least two such centers. This would mean, in effect, that different teachers of the school will take the responsibility of the work in turns so that no single teacher is burdened with it throughout the year. For instance, if one group of adults takes about four months to acquire training in literacy and useful knowledge, one particular teacher may see that group through its period of education and another teacher may take over from him when the next group comes in. While one teacher (or two in some cases) may be directly responsible for the day-to-day teaching, other teachers and senior students can, and should, be required to help in a variety of ways—giving occasional talks about health, social hygiene, civics and popular science; organizing discussion groups; reading newspapers, stories and poems; and showing charts, pictures and diagrams with suitable comment. This will not only lighten the work of the teachers in charge and broaden the scope of adult education into fundamental education, but also provide a welcome variety of approach and outlook for the adults and thus hold their interest better.

With the school used as a center of activity by both adults and children, it will be possible to make the school a really dynamic element in the development of the community. This objective was envisaged over 20 years ago in the *Report of the Educational Inquiry Commission,* headed by Dr. Paul Monroe, which visited Iraq in 1931:

> ". . . The modern school seeks to emphasize the total life of the entire community. It aims to teach all members of the community how to keep well and prevent diseases, how to make a better living in their own community, how to make interesting and wholesome use of their leisure time, how to increase and enrich their opportunities for participating in socially useful activities. These are some of the outcomes that may be reasonably expected from the proper and suc-

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cessful unity of the school and the community in this most important educational task of improving the quality of life among all the people."

Financial Implications of the Introduction of Adult Education

It is difficult to work out the financial implications of this scheme because there are hardly any tested data to go upon and the progress of the scheme itself depends on a variety of factors which have been indicated. The main items of expenditure would be:

The establishment of a Division of Fundamental Education at the Ministry with adequate staff and resources for its functions as outlined.

The cost of continuing the Dujaila Pilot Project (whether it is met from UNESCO funds or the national budget).

The cost of conducting about 1,500 centers to be organized in the schools.

The cost of a follow-up program.

The first two are comparatively small items for which provision should be easily possible through the normal expansion of the educational budget. The third item could involve considerable expenditure. However, the cost should not be too great if, as has been suggested, existing schools are used and the services of their teachers and senior pupils are made available on a voluntary basis. The teachers and senior students, who assist in the conduct of adult education centers, should be encouraged and expected to work primarily from a spirit of social service. The chief expenditure for staffing the center would thus be the payment of a small honorarium, perhaps five dinars per month, to the teacher (or two teachers in the case of larger centers) who will be directly responsible for supervision of each center. In addition, it will be necessary to provide for each center some necessary equipment as well as books, charts, pictures, and other materials, and to meet the cost of lighting in the evenings when it will usually be functioning.

The fourth item will cover the cost of a number of fully equipped mobile vans (which may be partly met out of the funds made available by one of the international technical assistance programs), the preparation of audio-visual aids, the publication of

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suitable literature for adults and guide books for teachers, the establishment and maintenance of village libraries and other agencies for stimulating and keeping alive the interest in reading, and other educational, social and useful practical activities, initiated through the community centers.

In working out the total cost of this program, it is necessary to indicate separately the expenditure that will be incurred in the first five years and the total expenditure to be incurred in the following period of 15 years.

During the first two years, the only expenditure will be on the Pilot Project and the establishment of a Division of Fundamental Education in the Ministry. For these, provision can be made, as suggested, in the normal budget of the Ministry without any difficulty. During the next three years, it is suggested that 120 model centers be opened at the rate of 40 centers each year. Each center will involve a recurring expenditure of about 60 dinars per year on the teachers' honoraria and about six dinars on lighting. The expenditure on equipment may be put down at about 30 dinars, on a nonrecurring basis—a modest figure, because it is proposed to make use of school equipment and furniture so far as possible. Moreover, it is expected that, as the community center wins the loyalty and goodwill of the local community, its members will provide funds, through voluntary contributions, for improvement and extension of facilities and for occasional replacement of materials. So far as the follow-up program is concerned, it will be necessary to make suitable provision for it from the very beginning in order to insure that adult education will be a continuous process and not primarily a three-months' literacy course followed by a relapse into illiteracy and cultural apathy. As each group of centers is started, a follow-up program will have to be organized, and provision at the rate of ID 2,000, 3,000 and 4,000 in the first three years, respectively, has been proposed accordingly. During the three years, 1954, 1955 and 1956, the cost will thus work out as follows:

Teachers' honoraria	ID 14,400
Lighting charges	1,440
Follow-up program	9,000
Equipment of 120 centers	3,600
	28,440

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873 Thus the total expediture on these centers within the next five years will be within ID 30,000. Table 1 shows the number of centers proposed to be opened during the following 15 years, the recurring and nonrecurring cost of these centers, the cost of the follow-up program and a rough idea of the number of persons who might be made literate by the program. The latter number is calculated on the assumption that a period of three to four months will probably be sufficient to achieve literacy and that each center might therefore be expected to make three groups of 30 to 40 adults literate in each year. If experience shows that this period is not sufficient, the number of adults expected to be educated will be reduced and the calculations made will be correspondingly affected. It should, however, be borne in mind that these calculations are based on the assumption that only 1,500 such centers will be functioning. Actually, it has been suggested—and it is to be expected—that many voluntary agencies will, in due course, cooperate to set up centers of their own, and most of the new schools to be opened will be combination schools and community centers from the outset. Thus, even if the centers cannot work with the full efficiency expected of them, it should not be difficult, with the help of these

TABLE 1

PROJECTED NUMBER AND RECURRING COST OF CENTERS OF FUNDAMENTAL EDUCATION

(in dinars)

Year	No. of centers	Teachers' honoraria and lighting	Follow-up program	Adults made literate
1957	220	14,520	8,000	22,000
1958	320	21,120	10,000	32,000
1959	420	27,720	12,000	42,000
1960	520	34,320	14,000	52,000
1961	620	40,920	16,000	62,000
1962	720	47,520	18,000	72,000
1963	820	54,120	20,000	82,000
1964	920	60,720	22,000	92,000
1965	1,020	67,320	24,000	102,000
1966	1,200	79,200	27,000	120,000
1967–71	1,500	495,000	165,000	750,000
	Total	942,480	336,000	1,428,000

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additional centers, to bring about an almost complete eradication of illiteracy within the period specified.

Thus it may be tentatively estimated that the total recurrent cost of adult education as scheduled in the above table would amount over 15 years to ID 1,280,000, to which a nonrecurrent cost for equipment estimated at ID 45,000 would have to be added. If the expenditure for the initial five years is also taken into account, then the total cost of the 20-year adult education program will be approximately ID 1,355,000. Even if the total reaches ID 2,000,000, the cost cannot be regarded as a high price to pay for the virtual eradication of illiteracy among the adult population and the inauguration of a broad program of adult education.

IV. Agricultural and Technical Education

The need for and urgency of a program for the improvement of agricultural and technical education has been stressed elsewhere in this report.[4] Such a program for technical education may, however, prove wasteful and disappointing unless it is planned intelligently at every stage with reference to the developmental needs of the country and steps are taken to insure that its qualitative standards are high. A competent specialist should therefore survey the whole field of agricultural and technical education in order to determine the adequacy of present facilities and the need for trained technical personnel during the next 10 years in the light of the total development program projected by the government. It is understood that UNESCO is providing specialists for this purpose. It is important that these specialists be enabled to obtain some idea of the total requirements in the field of technical personnel, the number of such persons available in different fields at present, the need for additional personnel, the policy to be followed in training Iraqi technicians in the country and abroad and the extent of the need for foreign technicians to meet immediate needs. In view of the limited size of the country and the fact that technically educated persons are almost all to be found in

[4] See Annex C, *Agriculture and Animal Husbandry*, pp. 251 *et seq.*, and Annex D, *Industry*, pp. 297-8.

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Year	*No. of schools*	*No. of teachers*	*No. of students*
1920–1	88	486	8,001
1930–1	316	1,325	34,513
1940–1	735	3,525	90,794
1950–1	1,101	6,367	180,779

(SOURCE: Ministry of Education.)

Intermediate education (three years) follows the elementary and is followed by two years' secondary education. The number of state intermediate and secondary schools is also being rapidly increased, as the following figures indicate.

Year	*No. of schools*	*No. of teachers*	*No. of students*
1920–1	3	34	110
1930–1	19	129	2,082
1940–1	56	472	13,969
1950–1	121	999	22,707

(SOURCE: Ministry of Education.)

Private and Foreign Schools. The former include those of the various religious communities, the latter British, American, and Persian schools. Figures for 1953 show an enrolment of some 15,500 pupils in the primary schools and 10,000 in the intermediate and secondary schools, representing about 6 and 25 per cent respectively of the total enrolment in the country.

Higher Education. The higher educational institutions, some of them coeducational, all under state control, are: Higher Training College for Teachers, College of Arts and Science, Law College, College of Medicine and Dentistry, College of Pharmacy and Chemistry, College of Commerce and Economics, Engineering College, Agricultural College, College of Religion, Military and Police Colleges, and Queen Aliya College, which provides girls with arts and, to some extent, secretarial instruction or prepares them for domestic science teaching and the expanding social services. The total number of students in these institutions is at present approximately 5,000. Figures for previous years are as follows: 1920–1 (one college) 65; 1930–1 (four colleges) 100; 1940–1 (four colleges) 900.[1] It is hoped in the near future to implement a proposal now under discussion for combining the higher institutions into a university.

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Vocational Training. State vocational training on a secondary level, whose extension is being planned, may at present be divided as follows. *Industrial:* Government technical schools in Baghdad, Kirkuk, and Basra, with another planned for Mosul. The Agricultural Machinery Department of the Ministry of Agriculture is planning to establish training centres for mechan-

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[1] Figures given by the Ministry of Education.

8:Royal Institute of International Affairs U-4 (no date)1954 M1 Middle East
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874 ics in agricultural areas. Foreign advisers and instructors are being extensively employed. *Commercial:* secondary commercial schools in Baghdad, Mosul, Najaf, with night classes in Baghdad and Najaf. Commercial classes have been introduced into the ordinary secondary school curriculum in various cities. *Nursing and Domestic Science:* Schools of Domestic Science, Nursing, Midwifery in Baghdad. It has been proposed that instruction in the state vocational schools should be of such a standard that graduates could proceed at once to the relevant higher institutions. Other vocational establishments are the Iraq State Railways workshop training school in Baghdad and the IPC's technical training centre in Kirkuk.

•873 An Institute of Fine Arts in Baghdad gives instruction in music, painting, sculpture, and drama and trains teachers in most of these subjects.

873 217 *Department of Antiquities.* The Department of Antiquities maintains an extensive programme of excavation, restoration, research and publication and has gained recognition for its work in international academic circles. It controls five museums in Baghdad, one each at Samarra and Babylon, and has recently opened one in Mosul.

Economic Survey

651 439 433 The greater part of Iraq's national revenue will soon be drawn from her oil, which represents an important fraction of the world's supply. Her general economic organization is nevertheless agronomic. Agriculture and animal husbandry practically suffice for her internal requirements of foodstuffs and provide, after oil, most of her exports.

135 Apart from oil, raw materials are sparse. There are deposits of salt, low-grade bituminous coal, gypsum, and sulphur and, in more limited quantities, of potassium nitrate, crystal quartz, sandstone, and dolomite. Building stone is found only in the 339 342 hill districts; in the alluvial plain mud and reeds are the common building materials of the poor, but houses of locally made burnt bricks are common in the towns.

185 652 [511] In 1950 a Development Board was established with the function of drawing up and, after parliamentary approval, executing a general economic and financial plan for developing the country's resources and raising the standard of living; it was to include but not be limited to projects for water conservancy, flood control, irrigation, drainage, industry, mining, and improvement of river, land, and air communications. For the execution of its programme the Board has been allocated 70 per